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-
- The University library, *Dr. T. B. Davie* : 25
Biblioteektoestande in België, *S. J. Kritzinger* : 27
German current national bibliography : 32
The Public Library at George, *Cecil Gardiner* : 33
British National Bibliography : 36
Library services at the Festival Fair : 39
A finding-list of South African commissions and
committees of enquiry, I, *I. Isaacson* : 42
University library notes, *F. G. van der Riet* : 49
Survey of university libraries in South Africa, I : 51
Helen Millar McKay : in memoriam, *P. Freer* : 53
Special training for special libraries, *J. R. Lloyd* : 55
School library work in the Rhodesias, *D. H. Varley* : 59
Book reviews : 36, 37, 41, 64
-

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“When I consider what some books have done for the world, and what they are doing, how they keep up our hope, awaken new courage and faith, give an ideal life to those whose hours are cold and hard, bind together distant ages and foreign lands, create new worlds of beauty, bring down truth from heaven : I give eternal blessings for this gift, and thank God for books.”

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SOUTH AFRICAN LIBRARIES

The Official Organ of the South African Library Association

Vol. 20

October 1952

No. 2

THE UNIVERSITY LIBRARY

DR. T. B. DAVIE

Principal and Vice-Chancellor, University of Cape Town

THE LIBRARY is the centrepiece around which a university develops. This and other similar assertions have been made at various times to indicate the great importance attaching to university libraries and it is therefore particularly pleasing to find that *South African Libraries* is at present featuring a series of articles dealing with the various aspects of the activities of university libraries.

The primary purposes of a university are to function as the centre of scholarship and research in the higher branches of learning and to serve as the teaching organization for the dissemination of this learning. For both these functions a library is a necessity. Books are the store-houses of knowledge and their assembly in adequate numbers in one or more conveniently placed centres is an essential feature of modern research and education. Neither research nor teaching at the higher levels can be carried out satisfactorily under modern conditions without free access to the books and, more particularly, to the journals in our libraries.

The mere presence on the university campus of a building well stocked with books does not in itself constitute evidence of the health of the university: it is the extent to which the library is used, and

used correctly, that indicates the well-being of scholarship in that institution. In this connection it is important to note that in general our universities regard the three years for the primary or bachelor's degree as needed essentially for the accumulation of the additional, readily available, knowledge preparatory to any effort on the part of the student towards adding to that store of knowledge by his own efforts. During these three years, and in most cases also in the next one or two years devoted to the first of the higher degrees, viz., the Master's degree, research is constantly brought to the notice of the student as the means by which the available knowledge has been gathered rather than as a process to be adopted by him personally in his urge to answer questions as yet unsolved. Only after four or five years of progressive widening of the field of knowledge studied is the student regarded as equipped to change his approach to his particular study and to attempt the intense investigation of one particular aspect or problem with a view to adding to the store of knowledge in this narrowed but specific field.

These facts have an important bearing on the nature of a university library. For those departments which cater almost

entirely for primary (Bachelor's) degrees and for Masterships and in which there is little intensive research, the library requirements will be met to a large extent by maintaining up-to-date the standard text books of the subject, together with a few of the best known of the subject journals. Where research is being actively pursued the library requirements will extend to many more journals, and, in particular, to an extensive acquisition of monographs and of books on specialist studies within the subject.

It is probably desirable that all libraries should at times be able to call on others for assistance in the form of loans of books, periodicals, etc., to meet exceptional calls on its resources; but in the case of university libraries this is to-day an essential. Since most modern universities are founded on the broad basis of the faculties of arts and science, it follows that every university library must necessarily provide for all the fundamental studies and thereafter cater, in addition, for such of the applied faculties as it professes, e.g., theology, law, engineering, medicine, architecture, etc.

In our country with its nine universities it is obviously necessary to consider whether our economy can in fact stand the strain of free unfettered development of nine separate university libraries, each attempting to meet all the requirements of its professorial and lecturing staff, its research workers technicians and students in each and every

one of the basic studies of higher learning in addition to the more specialised studies of one or more applied or professional faculties. The financing of our universities on a satisfactory scale from the State has for some time been a source of embarrassment to the Treasury officers, and for this reason alone it is obviously in the general interest that real specialist collections of books and journals in the different subjects of university studies should in future be limited in distribution amongst our universities to the actual needs of the country as a whole. The basic text book and journal requirements can and should be provided by every university library, but specialist and research requirements should be built up in and limited to one or two of the libraries where such work is proceeding. Such limitation must, however, necessarily be accompanied by a well-developed organization for exchange and loan arrangements between the universities.

The problem of loan and exchange arrangements is only one of several which university librarians have to face to-day. Of the other urgent questions, the majority are internal, but all will be the better for some airing. It is therefore greatly to be hoped that in these columns there will shortly be full and free discussion of these debatable aspects, discussions which will be constructive and which will strengthen the main thesis of this contribution, viz., that a university's heart is its library.

TRANSFER OF HEADQUARTERS

The administrative headquarters of the South African Library Association were transferred in September 1952 from Cape Town to Pretoria, where they will remain until 1954. All enquiries should be addressed to the Hon. Secretary, S.A. Library Association, 774, Church Street East, Pretoria.

BIBLIOTEEKTOESTANDE IN BELGIË

S. J. KRITZINGER

Hoofbibliotekaris van die Staatsdiens

ALVORENS tot die biblioteekstruktuur van België te kom, sal dit nie onvanpas wees nie om een en ander te sê oor die „Koninklike Biblioteek” in Brussels wat die groot nasionale biblioteek van België is. Die huidige Hoof-Konservator is dr. Lyna. Afskoon die inrigting eers in 1839 sy deure vir die publiek oopgestel het, dateer sy oorsprong eintlik terug na 1559 toe Philip II in sy paleis te Brussels al sy boeke laat saambring het om bewaar te word.

Die Koninklike Biblioteek beskik oor besonder groot skatte, soos onder andere duisende verligte handskrifte en eerste drukwerke. Daar is selfs ’n geraamde papi-rusvel van enige voete wyd wat sou terug dateer na 600 jaar voor Christus.

Daar is 110 lede op die personeel en alle moontlike boeke en materiaal word aange-koop. Daarvoor is in 1948 vier miljoen Belgiese franke (ongeveer £22,000) be-groot, salarisse nie inbegrepe nie. Vir die lopende boekjaar is oor die 5 miljoen ver-wag. Die boekery beskik (soos die Koninklike Biblioteek van Holland) oor geen kopiereg-voorregte nie, maar die saak is onder oorweging. Die boekery is in ’n ou paleis gehuisves en is nie vir die doel geskik nie. Planne vir die nuwe gebou, wat die naam „Albertina” sal dra, is gereed, maar dis onseker wanneer dit gebou gaan word. ’n Maandelikse tydskrif word uitgegee, maar dit bestaan hoofsaaklik uit nuwe toevoegings tot die biblioteek.

Die boekery het $1\frac{1}{2}$ miljoen drukwerke, 32,000 handskrifte, 600,000 prente, 150,000 medaljes en muntstukke, 3-4,000 foto-gravures, 4,000 incunabula, 35,000 kosbare

ou werke en sowat 150,000 kaarte en planne. Jaarliks word ongeveer 40,000 werke aange-koop. Die boeke is tot sowat 2 jaar gelede volgens die U.D.C. of Brusselsklassifikasie gerangskik, maar nie meer nie. Dit vereis in dr. Lyna se woorde „veel werk om te vervaardig en is lastig om te gebruik”. Nou geskied die klassifikasie numeries onder die volgende vier formaatgroepe: plano, folio, kwarto en octavo. Wat katalogi betref, is daar ’n alfabetiese skrywerskatalogus op kaarte en ook ’n alfabetiese tref-woorde-katalogus.

Die Koninklike Biblioteek tree op as sentrale uitleen-organisasie. Hy help ander inrigtings of spoor publikasies op waar hulle mag wees. Kosbare boeke of naslaan-werke word in die reël nie uitgeleen nie. Daar bestaan geen sentrale katalogus nie. ’n Begin is vroeër gemaak, maar daar was soveel „wanordelikheid en oneenvormig-heid in katalogiseermetodes” dat dit gestaak moes word. Dr. Lyna is van mening dat slegs een kode gebruik moet word om nie op ongelooflik baie moeilikhede te stuit nie.

In België bestaan twee afsonderlike verenigings vir bibliotekarisse, naamlik die Vlaamse Vereniging van Bibliotekarisse en die „Association des Archivistes et des Bibliothécaires de Belgique”. Onder laasgenoemde val dus beide bibliotekarisse en argivarisse omdat hulle so nou aanme-kaar verwant is. Ek kry ook verder die versekering dat die „Directeurs” van bib-lioteke, dit wil sê persone wat akademies meesal vër staan, in die reël dieselfde sala-risse ontvang as die staatsargivaris, hoofde van die Sterrewag, Weerkundige Instituut,

Natuurkundige Museum en die Universiteitsbiblioteke, waarvan daar vier van naam is, naamlik twee staatsuniversiteite en twee onafhanklikes (een by Leeuven wat Katoliek is en die ander in Brussels wat vry-sinnig is).

In die spesiale biblioteke van België is daar drie soorte van personeel : (a) *Klerklike*, wat geen verduideliking vereis nie, (b) *Administratief*: persone wat by voorkeur die Middelbaar-onderwysdiploma het begin as „opstellers” en na vier jaar doen hulle eksamen en kry dan die rang van „Assistent-Bibliothecaris”, indien so’n pos oopval. Hulle moet egter die Lisensiaat in Wysbegeerte en Lettere (4-jaar kursus) hê om in aanmerking te kom vir die pos van Assistent-Bibliotekaris. (c) *Wetenskaplikes*: Bibliotekaris, Adjunk-Konservator en Konservator.

Daar bestaan twee soorte opleiding vir bibliotekarisse :

I. *Vir Openbare Biblioteke* (soms genoem gemeente-biblioteke of volksbiblioteke). Twee skole (een vir die Vlaamse en een vir die Franse deel van die gemeenskap), waarvan die leergange deur die staat ingerig en van 60 uur duurte is. In die reël duur die kursus ’n paar weke. Dit gaan oor die eerste beginsels van biblioteekpraktyk, letterkunde en wetgewing. Dit is dus ’n eksamen van die staat en die wat slaag kry die „Getuigskrift tot de ampt van bibliotecaris.” Die opleiding word as elementêr en van laer standaard beskou deur die wat in wetenskaplike biblioteke werk en akademies gekwalifiseer is. Toe ek my verbasing uitspreek oor die skynbaar lae gehalte van opleiding was die verskoning dat dit byna uitsluitlik onderwysers is wat die kursus volg en hulle is dus reeds goed onderlê.

II. *Vir Wetenskaplike Biblioteke*: (Koninklike Biblioteek, universiteitsbiblioteke, departementele biblioteke, konservatorium). Persone moet in besit wees van ’n Diploma in Hoër Onderwys (by voorkeur die Lisensiaat in Wysbegeerte en Lettere wat vier jaar neem). Daarna moet hulle een jaar in die Koninklike Biblioteek werk en dan eksamen doen wat gaan oor die geskiedenis van biblioteekwese, bibliotekeconomie, katalogisering, geskiedenis van kuns, ontwikkeling van die boek, paleografie, geskiedenis van die munt (in die Koninklike Biblioteek is ’n sterk afdeling munte en medaljes). Sukses in die eksamen besorg die kandidaat die titel „Bibliotecaris bibliograaf”. Om ’n Adjunk-Konservator te word, is ’n doktersgraad ’n vereiste.

In Brussels kry ek geleentheid om die Afdeling „Dienst der Openbare Bibliotheken en Naschoolse Werken” van die Ministerie van Openbare Onderwys te besoek. Die wet op openbare biblioteke (17 Oktober 1921), soos gewysig, is hierop van toepassing. Dit magtig die Ministerie om op sekere voorwaardes goedgekeurde openbare biblioteke te subsideer. Wat is ’n openbare biblioteek? Hier is die definisie wat deur die betrokke afdeling daaraan gegee word: „Een bibliotheek die toegankelyk is voor iedereen en een boekenfonds bezit dat geschikt blijkt om het publiek te ontwikkelen, op te voeden, te ontspannen en in te lichten, wordt beschouwdt als een openbare bibliotheek. Zy mag nooit aanleiding geven tot politieke noch tot godsdienstige of antigodsdienstige propaganda. Zy is uitsluitend een werk van volksopleiding.”

In België bestaan daar drie soorte openbare biblioteke wat op verskillende soorte van beheer gegrondves is :

- (a) *Gemeentelike Biblioteek*, wat deur die „gemeente” of stadsraad gestig is en deur hom onderhou word op 'n basis van tenminste 1.50 belgiese franke (ongeveer 2d.) per inwoner;
- (b) *Aangenome Biblioteek*, wat deur private persone gestig was en nou nog deur hulle administreer word, maar wat die stadsraad nou „aangeneem” het en verplig is om 1.50 franke per inwoner te betaal;
- (c) *Vry Biblioteke*, dit wil sê wat in dié opsig vry is deurdat hulle deur 'n buitestaander gestig en „vry” is van gemeentelike verantwoordelikheid. Aldrie bogemelde biblioteke word deur die staat erken, indien die voorwaardes nagekom word.

'n Gemeente of stadsraad kan dus 'n reeds gestigte biblioteek aanneem, maar daar is geen dwang om dit te doen nie. As hy dit egter doen, dan word die gemeentelike biblioteek 'n „aangenome biblioteek”.

Daar dien op gelet te word dat in die gewone sin van die woord geen „vry” of kostelose biblioteke in België bestaan nie. Elke burger het die reg op vrye toegang en gebruik van die boekery in die gebou, maar as hy 'n boek wil uitleen, is die verpligting 1 frank per boek.

Die staat se toelae aan openbare biblioteke is van driërlei aard:

- (a) *Boeke*: Geskied volgens verslag van die Inspekteur wat 'n waardesyster opgee (die bevolkingsyfer speel ook 'n rol). Dit geskied volgens 'n skaal, b.v.
 - (i) 100–3,000 boeke;
 - (ii) 3,000–20,000;
 - (iii) bo 20,000.

Die maksimum wat die staat gee is 12,000 franke (£70) per jaar.

- (b) *Salaris*: Die staat betaal 'n deel van

die salaris, wat afhang van die kwalifikasies en belangrikheid van die biblioteek. Bydraes wissel van 375 tot 1800 (£2–£11) franke per jaar.

- (c) *Spesiale toelae*: As 'n leessaal gebou wil word, uitbreiding of vergrootting beoog word, sal die staat die helfte van die uitgawe daaraan verbonde kan betaal.

Net soos in Holland is in België ook 'n Inspekteur wat toesig hou oor die biblioteke. Daar is een inspekteur vir elkeen van die nege Provinsies, maar in Brabant is daar twee (een vir die Franse en een vir die Vlaamse biblioteke). Daar is een Hoofinspekteur en vier Inspekteurs vir die Vlaamse gebiede en dieselfde getal vir die Franse gebiede (die hoofinspekteurs het self ook gebiede). Die inspekteurs moet hoofsaaklik letterkundiges wees (daar is 'n paar belangrike skrywers onder hulle), maar hulle moet ook *algemene kennis* van biblioteke-ekonomie hê, hoewel dit nie bedoel dat hulle in 'n biblioteek moes gewerk het nie. Die inspekteurs besoek elkeen van hulle biblioteke jaarliks. Een van hierdie inspekteurs⁽¹⁾ het in 1948 in amptelike hoedanigheid ons land besoek.

Daar is reeds verwys na die subsidies wat op sekere voorwaardes aan openbare biblioteke betaal word. Dit sal sy nut hê om 'n paar van die belangrikste daarvan te noem:

1. Elke openbare biblioteek wat ondersteuning verlang, moet hom bereid verklaar dat hy hom aan die toesig van die staat en die voorskrifte van die wet sal onderwerp.
2. In dorpsgebiede wat binne die bepalings van die wet val maar geen biblioteek bestaan nie, sal die gemeente-

* Karl Jonckheere, Inspekteur Provinsie Wes-Vlaandere, Koninginnelaan 26, De Panne, Wes-Vlaandere.

bestuur verplig wees om 'n biblioteek te stig, sodra 'n aantal kiesers, wat een- vyfde deel van die kiesers verteen- woordig, daaromtrent vra. Die biblio- teek moet dan binne drie maande van indiening van die aanvraag ingerig en geopen word.

3. Elke munisipaliteit wat 'n biblioteek stig of „aanneem” is verplig om ten minste 1½ franke (ongeveer 2*d.*) aan die onderhoud en uitbreiding van die inrigting te bestee.
4. Ten minste die helfte van die munisi- pale toelae moet aangewend word vir die aankoop van boeke en tydskrifte (ingeslote hulle herstel en inbind), asook aan die „huur” van die publi- kasies wat hulle nie kan aankoop nie, en die oorblywende gedeelte kan gebruik word vir huur, meubilering en onderhoud.
5. 'n Bestaande openbare biblioteek kan alleen afgeskaf word „by een door den Koning goedgekeurde beslissing van het gemeentebestuur.” Maar as 'n erkende openbare boekery ophou om aan die staatsvoorwaardes te voldoen, verloor hy die reg op die staatstoelae, dog eers nadat „den Hoogen Raad voor de Openbare Bibliotheken” so 'n aanbeveling by die betrokke Minister gemaak het.
6. Openbare biblioteke kan slegs dan aanspraak maak op die hulp en toelae van die staat as hulle in 'n goeie lokaal gehuisves is, 'n minimum getal boeke het (tydskrifnommers en bros- jures van minder as 64 bladsye word nie gereken nie) en aan die vereiste mini- mum uitlenings²⁾ voldoen. Verder

²⁾ 100 boeke en uitlenings vir munisipaliteite onder 1,000 inwoners ;

300 boeke en uitlenings vir munisipaliteite met 1,000 tot 9,999 inwoners.

moet hulle vir elkeen toeganklik wees en elke sodanige biblioteek moet op die voorgewel die volgende opskrif dra : „Boekery open van tot op . Vrye toegang”. Toegang mag vir geen lid of vereniging voor- behou word nie. Vir gebruik buite die biblioteek betaal die lener 1 frank (1½*d.*) vir elke veertien dae wat hy die boek uit het op leen en die opbrengs hiervan gaan vir die onder- houd van die boekery of vir die aankoop van nuwe werke.

7. Die biblioteek moet beheer word deur 'n bibliotekaris „zonder onderscheid van geslacht” en in besit is van 'n bekwaamheidsgetuigskrif, wat op aan- beveling van 'n „examenjury” van vyf lede deur die Minister van Openbare Onderwys uitgereik word. Hier volg 'n paar van die voorwaardes tot toe- lating tot die eksamen :

Die persoon moet tenminste 19 jaar oud wees, 50 franke (ongeveer 5/6) betaal en hom vir die eksamen aan- meld sonder om 'n leergang gevolg te hê. Die vakke van die eksamen word, wat die verdeling van punte betref, onder die volgende afdelings gerangskik met 'n totaal van ten hoogste 100 punte :

1. Algemene ontwikkeling 30 punte
2. Teoretiese vakkennis 20 punte
3. Praktiese vakkennis 40 punte
4. Wette en regulasies 10 punte

Die kandidaat kan alleen dan die getuig- skrif verwerf as hy 50 persent van die punte behaal in elkeen van die vier afdelings en 60 persent van die gesamentlike aantal punte. Die getuigskrif word met die vol- gende vermeldings verleen :

800 boeke en uitlenings vir munisipaliteite met 10,000 inwoners en meer. Vyf jaar na erkenning deur die staat moet die minimum opgeskuif word na 300, 800 en 1,500.

Met vrug as 60% van die gesamentlike aantal punte behaal is ;

Met onderskeiding as 80% van die gesamentlike aantal punte behaal is ;

Met groot onderskeiding as 90% van die gesamentlike aantal punte behaal is ;

Met die grootste onderskeiding as 95% van die gesamentlike aantal punte behaal is.

Wat nog van belang is by die toekenning van staatstoelaes is die volgende :

1. Die bibliotekarisse word benoem, geskors of afgesit deur die owerhede wat die biblioteke bestuur ;
2. Die vergoeding is gebaseer op die aantal ure wat die biblioteek oop is per week en of die bibliotekaris in besit is van die bekwaamheidsgetuigskrif. Die vergoeding skyn te wissel van sowat £3. 10s. tot £10 per week. By uitsondering kan 'n openbare biblioteek „van zeer groot belang” 'n „hulpbibliothekaris” aanstel ;
3. 'n Biblioteek „van zeer groot belang” moet aan 'n aantal voorwaardes voldoen :
 - (a) By inspeksie 'n „waardecyfer” van tenminste 80 uit 100 punte bekom ;
 - (b) ten minste 15,000 boeke besit ;
 - (c) jaarliks ten minste 50,000 uitlenings doen ;
 - (d) weekliks ten minste tien uur oop wees en verspreid oor vier dae ;
 - (e) oor 'n spesiaal-ingerigte werk- en leessaal beskik ; en
 - (f) behalwe die bibliotekaris ook 'n manlike of vrouelike hulpbibliotekaris hê wat in besit is van die vereiste bekwaamheidsgetuigskrif.
4. Behalwe die gemelde vergoeding aan die bibliotekarisse moedig die staat erkende biblioteke nog verder aan in

die vorm van geskenke aan boeke, tydskrifte of geldelike toelaes. Die Hoofbestuur hou hom egter die reg voor om die boeke wat deur die staat afgestaan is terug te eis as die biblioteek ophou om te bestaan of van die staatstoelaag afsien.

5. By die berekening van die toelaag word hoofsaaklik gelet op die prestasies wat die biblioteke gedurende die jaar behaal het, op die samestelling van die biblioteke, die boeke, die hoedanighede van die bibliotekaris en op die algemene indruk wat die boekery gee.
6. Daar word verder 'n toelaag in die vorm van boeke gegee aan elke openbare biblioteek wat in 'n dorp opgerig word waar vroeër geen staatserkende biblioteek bestaan het nie.

In Vlaandere is sowat 1,200 biblioteke, waarvan die meeste deur priesters bestuur word, en in die Franse Provinsies ongeveer 1,400 wat staatserkenning geniet. Baie is natuurlik net 'n „one-man-show” en baie is moontlik net 'n paar uur per week oop. Dit kan egter nie ontken word nie dat die staat belangstel in die werk van biblioteke en alles in sy vermoë doen om die pogings tot volksopvoeding aan te help. Nietemin bly dit ook 'n feit dat die ondersteuning en beheer met sulke groot getalle van biblioteke nie na wens kan wees nie. Ek voel oortuig dat in hierdie opsig van die Hollanders geleer kan word, waar hulle verkies om getalle te ontmoedig en deur gereelde inspeksies en hoër geldelike bydraes die biblioteke in staat te stel om dienste van 'n hoër gehalte te lewer.

In België was daar in 1949 nog geen reisende biblioteke nie, maar die aangeleentheid geniet oorweging.

GERMAN CURRENT NATIONAL BIBLIOGRAPHY

Bibliographie der deutschen Bibliothek, Frankfurt a/M. Halbjahres Verzeichnis Jan.-Jun. 1951; (Hrsg.: Hanns W. Eppelsheimer). Frankfurt a/M.: Buchhändler-Vereinigung. 1951. 6p.l., 321 p., 1, 134 p. Price about £3. 10. 0.

This is the first half-yearly 'Register' of the 'Deutsche Bibliothek', Frankfurt. It consists of two parts: I. The alphabetical 'Titelverzeichnis' of 11,142 main entries; II. The 'Stich- & Schlagwortregister' of 4,015 references. In cataloguing, the Prussian 'Instruktionen' are followed.

The 'Verzeichnis' includes all those publications listed in the *Bibliographie der deutschen Bibliothek* 1951(1-26) that include not only the new publications of German publishers, but also German titles published outside Germany. How many books from the East Zone are entered is unknown; we suspect very few.

The larger libraries will need the current bibliographies from both the East as well as the West Zones; and as neither publishes a list complete for Germany as a whole, colleagues may find the following summary useful.

P. F.

Pre-War Germany & East Zone

(1) 1798-1944.

Halbjahrsverzeichnis der Neuerscheinungen des deutschen Buchhandels, etc. Leipzig: Börsenverein der deutschen Buchhändler. 1798-1944. 292v. Till 1915: *Hinrichs' Halbjahrs katalog*. 292 is the volume for 1944 (1).

(2) 1931+

Deutsche Nationalbibliographie. ib. 1931+

Continues: *Wöchentliches Verzeichnis* 1842-1930. Ser. A: Weekly. Includes German literature published in Germany and in other countries. Ser. B: Monthly, of publications not available through the regular book trade.

(3) 1945/6+

Jahresverzeichnis des deutschen Schrifttums 1945/6+ ib. 1948+

Cumulates the above, A & B.

West Zone

(1) 1939-45.

Neuerscheinungen der deutschen wissenschaftlichen Literatur 1939-45; 2. Aufl. Bonn. 1948. 4,436 titles.

(2) —Deutsche Bücher 1939-45.

Frankfurt a/M. 1947. 1,450 titles.

(3) 1947+

(Deutsche) Bibliographie der deutschen Bibliothek, Frankfurt a/M. 1947+ Weekly.

(4) 1950+

Das deutsche Buch; Neuerscheinungen der deutschen Verleger. ib: Buchhändler-Vereinigung. 1,1950+ Bi-monthly. Includes titles from *Deutsche Bibliographie* that might be of interest beyond the borders of Germany. The last section lists new and resumed periodicals.

(5) 1951+

Halbjahres-Verzeichnis ... The title under review, forming an index to the (*Deutsche*) *Bibliographie*.

Items 2-4 are all edited by H. W. Eppelsheimer

VAN RIEBEECK-FEES IN DIE NEDERLANDE

„Van 22 Maart t/m 9 April is in de Leidse Universiteits-bibliotheek een tentoonstelling gehouden in het kader van de Jan van Riebeeck-herdenking: Zuid-Afrika tijdens het Nederlandse bewind. Tentoongesteld werden kaarten en atlanten, die een kijk gaven op wat men voor en na Van Riebeeck's tijd aan geografische kennis bezat. Daarnaast waren een aantal reisjournalen te bezichtigen, waaronder dat van Houtman, alsmede het werk van Dapper. Van belang waren ook enkele werken van astronomen, die in de 17e en 18e eeuw bij Kaap de Goede Hoop astronomische waarnemingen hebben gedaan, alsmede een Leids proefschrift (1742) van een „Afrikaansche Moor“, J. E. J. Capitein, over de vraag of de slavernij met het Christendom te verenigen is. Voorts waren een aantal fraaie geïllustreerde werken te bezichtigen op het gebied van de Zuid-Afrikaanse flora en fauna, waarbij zich aansloot een fraaie collectie vlinders en schelpen, die voor dit doel waren afgestaan door het Rijksmuseum van

Natuurlijke Historie en het Rijksherbarium te Leiden.”

„Ter gelegenheid van de Jan van Riebeeck-herdenking werd in de Chr. O.L.B. Hilversum een tentoonstelling over Zuid-Afrika georganiseerd. De bedoeling van deze expositie was om de cultuurverbondenheid tussen Nederland en Zuid-Afrika te demonstreren. Hilversum heeft bovendien door het verblijf van Paul Kruger nog persoonlijke banden met het land van de Kaap. Met de bescheiden middelen, die ten dienste stonden, heeft men daarom materiaal bijeengegaaard om de historie, de banden en de groei van Zuid-Afrika uit te beelden. ... De duidelijk ingedeelde, overzichtelijke tentoonstelling toonde in boek, prent, kaart en product veel belangwekkends over het Zuid-Afrikaanse land.”

Bibliotheekleven, 37 (5), bl. 158-9, Mei, 1952.

THE PUBLIC LIBRARY AT GEORGE

SOME HISTORICAL NOTES

by CECIL GARDINER

THERE CANNOT be many libraries in South Africa which are over a hundred years old, but the King Edward VII Public Library of George boasts this proud distinction. In fact the library at George has not only completed its century, it is over 112 years old, and has served the people of the town and surrounding districts continuously throughout that time.

The library was founded in 1840, the year of the marriage of Queen Victoria and Prince Albert, and there are records showing that the first committee meeting of the library was held on February 20th, 1840.

The town of George dates from 1811, when a village was laid out at the foot of the Outeniqua Mountains, and named George after King George III, not, as is so often mistakenly stated, after George Rex. The town bears as its crest the Cross of St. George. The site was chosen by Lord Caledon when he was Governor of the Cape, and the village was planned by the first Landdrost of George, Adrianus Gysbertus van Kervel, who came from Holland.

George was, at its inception, a very small village, so small that in well-authenticated maps of the district, it was not even marked as late as 1829, though Knysna and Mossel Bay both appear. Therefore it is greatly to the credit of those early pioneers, that a public library had already been established there in 1840. Although during its century of busy and useful existence, the library has outgrown its original one room, and

moved into a building of its own, and it has changed its name from the George Public Library to the King Edward VII Public Library, it has preserved its continuity throughout, and is still, to all intents and purposes, the same library which was founded 112 years ago.

The library was first housed in one room of the old Town Hall, now used as part of the Municipal Offices. The room was given, free of charge, by the Town Council, to be used as a Public Library. It was a small tin-roofed house, adjoining the Market, in what is now Market Street: an unpretentious, and to our modern eyes, rather humble little building, with two rooms on each side of a pillared porch, leading to the front door. The central room was the Town Clerk's office, and one of the other rooms was allocated to the library. Sixty years later, the library had become much too big for its one room, and a site was presented to the town, on which to build a library.

The present library site was for many years a private tennis court, belonging to Mr. J. H. Heynes, "Oubaas Heynes," as he was affectionately called, a farmer of Groot Doorn River. During the Boer War it was requisitioned, and used by the military as a *depôt* in which to stack oat-hay for the army horses. Towards the end of the War Mr. Heynes gave the site to the town, for a public library, with the stipulation that the name should be changed to the King Edward VII Public Library, in

commemoration of the accession of King Edward VII, on the death of Queen Victoria.

The architect who planned the present library building was Mr. Bullock of Oudtshoorn, and the builder was Mr. Charles Wilson of Mossel Bay. On its completion, the new building was formally opened on July 25th, 1905, by Sir Walter Hely Hutchinson, the Governor of the Cape, who was paying a State visit to George. In spite, however, of its new name and its new building, it was the same library as heretofore, with the same books, librarian, committee, management and administration. In fact the continuity of the library has been deliberately maintained throughout its long and useful existence, and it is interesting to note that the annual general meeting of the library must take place, according to the present constitution, before March 31st. and does, in actual fact, take place in the month of February each year, as the first library committee meeting did, in 1840.

Within quite recent memory, an old green tin box was preserved in the library, containing many old papers and documents relating to early library transactions. Amongst the papers was a home-made book, with a brown-paper cover, still in a good state of preservation, which contained the first minute book of the library committee, and a record of the first committee meeting on February 20th, 1840. Many of the names in those old minutes of the first years of the library make familiar reading, as they are the family names of people still living in, or well-known in George, for instance the names of O'Connell, Guest, Ballot. Among the forty-odd names appended to the first regulations, is that of Thomas Earl Welby, Archdeacon of George, and later Archbishop of St. Helena, and also that of a Mr. A. H.

Niepoth, a missionary, after whom most probably Niepoth's Dale is named.

It seems to have been customary for each magistrate appointed to George, to become in turn the chairman of the library committee, for Messrs. H. O. Badnall, P. A. Garcia, E. T. Anderson, and D. N. During, all magistrates, acted each in turn, as chairman of the library committee. Mr. O'Connell, who was for several years, including the time of the Royal Visit, Mayor of George, has many early memories of the library, while it was still housed in the Municipal Offices. I am indebted to him, and to Mr. H. J. Raubenheimer, and also to the early files of the *George and Knysna Herald*, for much of the information in this article. The *George and Knysna Herald*, however, was only founded in 1881, so for many of the details relating to the first forty years of the library's existence, it is necessary to rely on the memories and recollections of early Georgians, which in turn were passed on to them by their parents and grandparents.

Mr. O'Connell's grandfather, Mr. Michael O'Connell, for instance, was one of the old Georgians largely instrumental in founding and establishing the library, and his mother, Mrs. I. S. O'Connell, who retired in 1925, was librarian for thirty years. She inaugurated the card-index system for the George Library, and in this she was helped by three members of the committee, Mrs. H. J. Raubenheimer, Miss Hazel and Mrs. D. J. J. de Villiers.

At first the reading room was limited to subscribers, as no subsidies were obtained from the Government for the purchase of books and periodicals. Books, newspapers, periodicals, and all expenses were paid out of members' subscriptions.

In 1900, there were 2,000 books in the library, and the salary of the librarian was £1 a month. To-day two librarians

are employed, and there is a total of over 16,000 books in the library, including English, Afrikaans and juvenile books, and over 40,000 volumes are borrowed each year. The library receives grants from the Government, the Municipality, and the Divisional Council, and buys over 850 new books every year, besides a large number of magazines, periodicals and newspapers.

Forty-seven years after the new building was opened, the library is still one of the handsomest buildings in George. It is a fine single-storied, gabled building, in the old Dutch style of architecture, with well-laid out gardens in front, in which still stands a magnificent old oak-tree, one of the finest oaks in South Africa, which has now been proclaimed a National Monument. Imbedded in the trunk, is a heavy iron ring and chain, which, according to popular tradition, was used to chain slaves while they were awaiting purchase. Several old residents of George, however, deny this picturesque, if somewhat barbarous legend, and insist that the ring and chain were merely used to attach the public street-roller to the tree, and so to give it added weight, when, manned by convicts, it was employed to roll the surrounding gravelled streets, tennis courts, and school cricket pitch.

The library still houses one of the ancient stone beacons of the Dutch East India Company, which was erected in the district in 1785, under rather interesting circumstances, by the Governor, Colonel Jacob Cornelius van der Graaff.

On May 7th, 1785, the *Pigot*, a vessel belonging to the English East India Company, and homeward-bound from Madras, put into St. Francis Bay in distress. On board were several British officers returning from India, and they hired oxwagons, and travelled in them over-land to Cape Town.

They were believed to have made minute observations of the country en route, and this was reported to Governor Colonel van der Graaff. The matter was then discussed by the Council of Policy, and it was decided to land a hundred soldiers from the first troop-ship that called at Cape Town, and to station detachments of them at several strategic points. This Resolution could not be carried out at once, however, as there were no soldiers available for the purpose, so the Council of Policy then decided to erect stone beacons, engraved with the Netherlands Arms, and the monogram of the Dutch East India Company, at important points, where no beacons existed before, in order to strengthen the claim of the Dutch East India Company to the land. One such beacon was erected at George, and was later built into the wall of the old Post House, where the Company had established an outpost in 1777.

The beacon was finally presented to the George Public Library by Mr. J. P. Swemmer, who had brought the old Post House, and it stands in the entrance hall of the library, just inside the front door. There is a replica of this beacon in the South African Museum in Cape Town.

In front of the library, guarding the entrance, stand two very old cannon, which were brought to this district, probably from Holland, by the Dutch East India Company, to be used for the defence of this part of the Cape, against the Hottentots. For many years these cannon were fired annually on May 24th, as a birthday salute for Queen Victoria.

For some years the George School Board and the Divisional Council each occupied a room in the northern section of the library, but the library has grown so big, and contains so many books, that now the whole building is used as a library.

There is a large lending library section, a reference library, a subscribers' reading room, and a public reading room, both of which are well-stocked with newspapers, periodicals and magazines.

The Library is held in affectionate regard by the inhabitants of George, and a great deal of the life of the town centres round it. It is a focal meeting place most mornings for many of the older residents, who have retired to spend their last years in the

friendly little town of George, and on the two evenings that the library opens, and especially on fine Saturday evenings, the King Edward VII Public Library takes on almost the aspect of a club, as members converge towards it. After securing their week-end reading they linger, chatting, either in the wide entrance hall, or on the steps, or, on summer evenings, under the huge historic oak tree in front of the library

BOOK REVIEWS

The British National Bibliography Annual Volume 1951. London, Council of the British National Bibliography Ltd., 1952. x, 954p. demy quarto. £8.

The establishment of the British National Bibliography at the beginning of 1950 has been without doubt the major event in the publishing of British library literature since the war. A project mooted as far back as the Public Libraries Commission of 1927 was at last realized, based on the copyright accessions of the British Museum and classified according to Dewey. The coverage is thus as complete as it can conceivably be and the editorial staff has taken over the Museum's function of ensuring the prompt delivery of books from dilatory publishers, the statutory period of grace being too long for an up-to-date bibliography.

It stood to reason that the first year's working was something in the nature of an experiment, the editor being tied down by certain preliminary decisions of the publishing body and by finance. The latter is of course still a stumbling block but much of the early policy has gone by the board, including the printing of weekly issues on one side of the paper only for cutting up and pasting on catalogue cards. It was soon found that in practice barely a dozen subscribers wished to do this and those few could always be given an extra copy. A questionnaire sent out in mid-1950 enabled the editor to find out much about the reception of the BNB and opinions on possible improvements, and as a result 1951 saw a considerable change in format, layout, periodical cumulation and indexing. A review of the 1951 Annual volume must necessarily be a review too of the year's issues as a whole. From January 1951 the BNB appeared in demy quarto as opposed to octavo, double column, with weekly and monthly indexes. Cumulations were every three, six, nine and twelve months. This increased the ease of handling enormously. With the exception of the 1950 Annual volume which must inevitably stand alone, it is hoped to have five-yearly cumu-

lations as well. It is on the issues from 1951 onwards that the Editor, Mr. A. J. Wells, wishes his work to be judged.

All the above mentioned improvements are highly satisfactory and add much to the value of the Bibliography. As regards the entries themselves, we find a further innovation in the shape of "features" as Mr. Wells calls them, i.e. the translation of the classification number into ordinary language, e.g. 575 — Evolution. If the subject is a subdivision of a wider field we find such "features" as the following under 016 — Bibliographies of subjects:

016.028 — OF READING AIDS & HABITS

016.0285 [1] — CHILDREN'S PERIODICALS — to 1900

This [1] is commonly used to show further specialised subdivision for which Dewey has no place. The layout of these headings and the spaces created by them between the entries makes for clarity and easy consultation but the user may well wonder if the successive stages of number building demonstrated by such as the following are not wasteful of space:

571.92 — GRAVE MOUNDS

571.920941 — *Scotland*

571.92094144 — *West Lothian*

571.92094144 [1] — *Cairnpapple Hill*

Having seen the techniques of the BNB in operation, the writer feels bound to defend this arrangement to some extent, though the amount of space used up must be very considerable. The explanation is that features, typed on cards, are kept on file until needed. When copy is made up for the press, the appropriate feature cards are simply removed from the file and placed in correct position for the printer. Only further subdivisions of subjects requiring new feature cards have to be typed out and the saving in time afforded is one of the factors which makes the prompt weekly issues possible. Even so one feels some economy in space could be effected

The classification generally is very sound and added entries are frequent and helpful. Sometimes one feels it is carried a little too far for practical use, e.g. Sturzenegger's "The Rand gold mines" at 338.2741096800031, or "India and Pakistan wool, hosiery and fabrics, 1952: an annual review" at 338.4767731095409058. These make one wish that the U.D.C. had been adopted.

The catalogue entries are all they should be and one is glad to see a greater variety of type in use than was found possible in the first year. Many users wish that more annotation were possible. At present this is confined to notes of contents and previous editions, etc. For most librarians the BNB is a book selection guide but it stands to reason that it cannot aim to replace publications like the British Book News and the TLS which are highly selective. The objects of a current national bibliography should be exhaustiveness, accuracy and promptness, and in these respects the BNB stands well to the fore among its counterparts.

A.M.L.R.

Flood, Roy A. Public libraries in the Colonies. London, The Library Association, 1951. 45p. 5/-

Following early training in the Westminster City Libraries and a distinguished career in the R.A.F., Mr. Flood joined the staff of the British Council Books Department shortly after the war. In this sphere, he handled reports of British Council librarians from all parts of the Colonies. To the British Council must go a large measure of credit for the present development of colonial libraries. Mr. Flood is well qualified, therefore, to discuss this matter. With some patient research and with the added experience of a West Indies tour, he has produced a readable little booklet, which is number 5 in the Library Association Pamphlet Series.

Mr. Flood traces the history of colonial library development, discusses the present heavily-subsidised programme of the British government, and touches rather dimly on the future. A good programme is going ahead in the West Indies, recent developments on the Gold Coast have been remarkable, but all other territories are lagging behind in spite of support through the British Council. Meanwhile, subsidies cannot last for ever; what will happen when they are withdrawn completely?

Could there be anything wrong with the present policy of the home government? A loyal servant of the British Council, the author does not set out to answer this question, but it is bound to occur

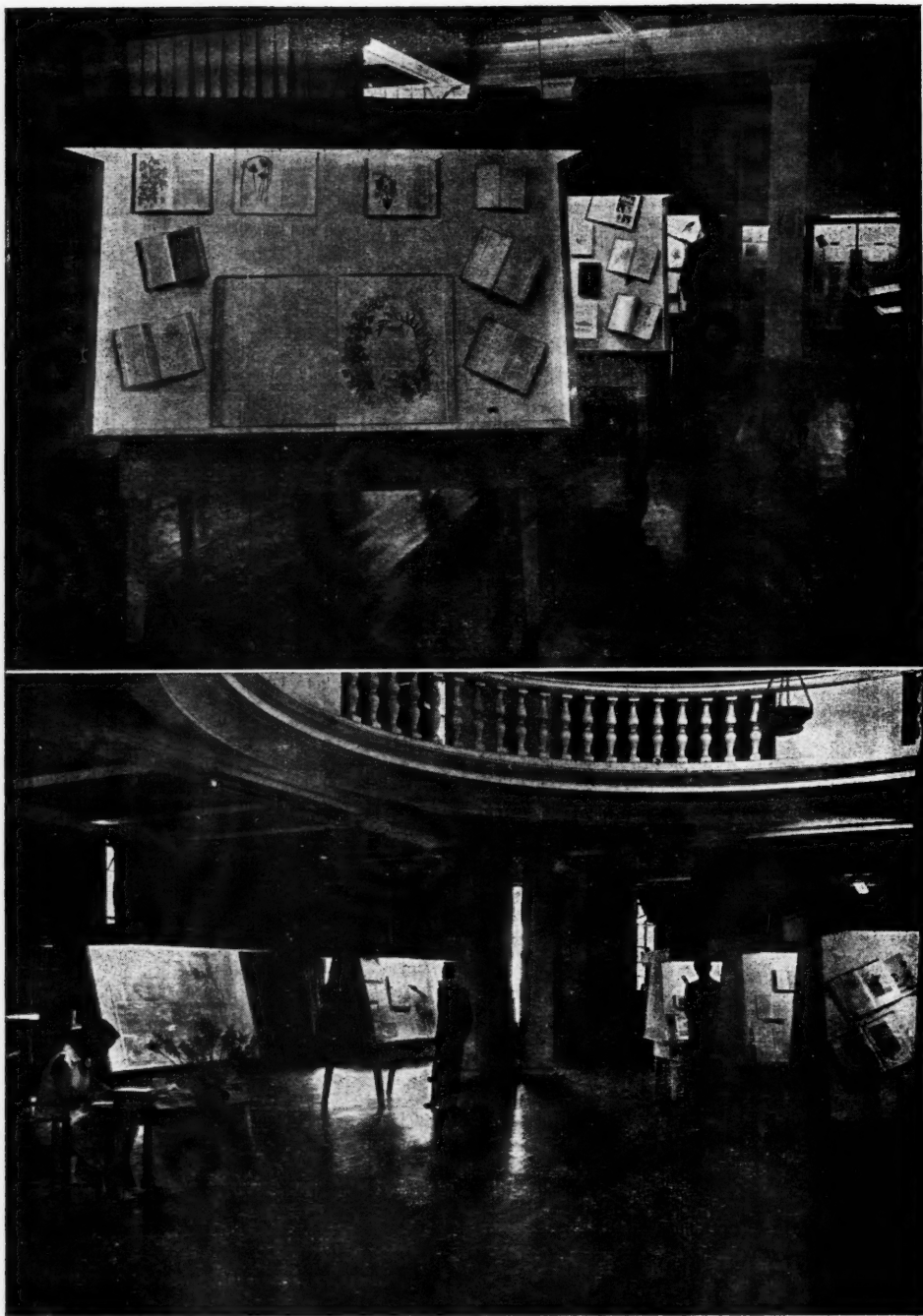
to any librarian reading his thesis. Could it be, perhaps, that the local authorities (who should by now be assuming responsibility for libraries, but are lamentably failing to do so) are frightened by the estimates which include sums for such items as Union Catalogues, high-efficiency training schemes and Library of Congress catalogue cards? Could not these come later, while in the meantime we concentrate on books and book-vans? Are we, in fact, not rushing our comparatively illiterate colonial peoples into university standards during their first few years at dame-school?

This careful and well-written thesis fills a definite gap in library literature, and I have only one criticism. The Institute of Jamaica at Kingston deserves far greater notice than the author accords it. Founded in 1879, it caters for the needs of the whole island, for a modest subscription of 5/- p.a. Apart also from its magnificent West India Reference Library and Archives collection, it runs two free branches for children directed by one of the most inspired librarians that I have been privileged to meet. So popular is his service that there is a long waiting-list of Kingston children who wish to belong.

U.J.

LIBRARY DEVELOPMENT IN INDIA

Among the most striking personalities in the library world to-day is Dr. S. R. Ranganathan, a dynamic force in any community and a remarkable driving force in his own. Formerly one of the more backward countries in library development, India is at present not only making up lost leeway, but is taking a strong lead among other Asian peoples. In the March 1952 issue of *Abgila*, the Annals and Bulletin of the Indian Library Association (founded in 1933) there is ample evidence of the progress India is making, and of the part that Dr. Ranganathan himself is playing in these advances. In 1951 the first all-Asian Library Conference was held at Indore, and the foundations of an Asian Federation of Library Associations were laid. Among the objectives of the Federation are the following: the exchange and training of personnel; compilation of a union catalogue of learned periodicals held by Asian libraries; publication of a directory of reference books and periodicals published in India; and a scheme for the transliteration of the several Asian languages. Countries willing to join the Federation include Japan, Siam, Burma, Malaya, Indonesia, Ceylon, Pakistan, Iraq and Israel, as well as India itself.



South Africa in print: Tercentenary book exhibition held in the South African Library, Cape Town, 1 March to 12 April 1952. [Above] View of the Prince Alfred Room showing method of display and lighting. [Below] General view of the Map and Travel sections in the Central Reading Room.

Photo : Reid & Field

THE LIBRARY SERVICES EXHIBIT AT THE VAN RIEBEECK FESTIVAL FAIR, CAPE TOWN, 1952



*University of Cape Town Libraries,
Photographic Department*

IT IS FITTING that the first library exhibit to be included in a national exhibition in South Africa should have some account of itself put on record. The days when "South Africa lagged behind the rest of the civilized world" in library matters are fast disappearing and the decision to include a libraries exhibit in the Hall of Education at the Van Riebeeck Festival Fair is symptomatic. The invitation by the Secretary for Education, Arts and Science to organize the exhibit was in the first instance extended to the South African Public Library, but the latter being already much occupied with the "South Africa in print" exhibition, it was passed on with approval to the Cape branch of the South African Library Association. The committee of the Branch accepted the charge and decided that the

exhibition committee should consist of all members of the branch committee who felt inclined to help plus co-opted members, with the branch chairman presiding and the hon. secretary (Mr. R. B. Zaaïman) as convenor.

The committee's first step was to agree to the form that the exhibit should take, namely pictorial display of the various types of library services in the country, together with graphic representation of statistics, development and organization, and a small library of South African publications — books and periodicals — with a catalogue. To this end the lay-out of the exhibit was planned within the limits laid down by the Department of Education, which were an area of only 14ft. x 15ft., and a grant of £100. The

rough idea was worked up by the architect for the whole Hall of Education, Mr. Frans te Water, into an interesting design. The committee was then divided into three sub-committees to concentrate on the different features of the exhibit, viz. *Photographs* (Mr. Zaaiman, Mr. Nowlan and Miss Steele); *Diagrammatic material* (Mr. Ehlers, Miss Appleyard, Miss Hengherr and Mrs. Paterson); *Books* (Miss Mandelbrote, Miss Bradshaw and Miss Harris). These sub-committees worked extremely hard and reported at intervals to a general meeting. The Photographic sub-committee obtained photographs from all over the country — many on loan — and others were specially taken or enlarged by the Photographic Department of the University of Cape Town Libraries under Mr. Nowlan's able direction. The highest praise is due to this Department for its handsome assistance. The Diagrammatic Material committee enlisted the services of an architectural student, Mr. Holtzhausen, who produced some really imaginative charts. The Books committee circularized no fewer than 37 publishers and societies who in almost every case willingly sent specially selected books on loan. These numbered some 300 and every effort was made to ensure that this was a representative collection of South African non-fiction of a not too technical nature. A mimeographed catalogue was compiled for sale on the stand with the title: "South Africa's own books/Boeke uit Suid-Afrika". As many library publications as possible — reports, accessions lists, etc. — were also collected and displayed.

At intervals during this period of preparation a co-ordinating committee of representatives of all the bodies contributing to the Hall of Education met under the chairmanship of Dr. A. J. van Zyl of the Education Department or Dr. H. M. Daleboudt, the local adult education organizer. This

enabled common problems of design, lighting, construction, etc., to be clarified.

The branch committee was fortunate in being able to obtain the services of two qualified librarians in the persons of Miss J. Louw and Miss J. Ehlers, as paid supervisors of the exhibit during the Festival, the latter voluntarily devoting her annual leave to this end. The Education Department granted an extra sum for the paying of these supervisors on condition that the exhibit also served as the official information bureau for the Hall of Education.

As with all exhibitions there was the fear that everything would not be ready in time, and anyone who saw the Halls of Education and Science during the three days before the Fair opened on March 13th will remember what seeming chaos prevailed. The carpentry and painting were in the hands of boys from the Tokai and Porter reformatories under their instructors, and one cannot commend too highly their hard work and considerable efficiency in trying weather and over very long hours. Needless to say everything did get done in the end.

The exhibit found itself flanked on one side by the Technical colleges and on the other by "Official languages" and was within a stone's throw of the C.S.I.R.'s information bureau in the Hall of Science, under the direction of a library colleague, Miss Hazel Mews. It remained open until April 14th and many hundreds of people visited it. Unfortunately the situation of the Hall of Education was not ideal and thousands of visitors to the Fair probably never penetrated so far, the main entrance being inside the main industrial hall. Nevertheless at times the exhibit had over a hundred callers a day. A multiplicity of questions was asked, of which the most noteworthy was probably "Where can I find a girl to take to a dance?". When the decision was

made to continue the Fair a week beyond the original closing date of April 5th, the Committee agreed to keep the exhibit going. It was however impossible to find another suitable assistant to replace Miss Ehlers, whose leave had expired, and Miss Louw volunteered to cover the whole twelve and a half hours herself with the assistance of the supervisors of nearby stands.

It cannot be claimed that the exhibit

was perfect, certain aspects of library work were inevitably overlooked and others probably not sufficiently clearly explained, but on the whole, the Association can feel that libraries were fitly represented at South Africa's greatest exhibition, and their part in the educational system of the country adequately demonstrated.

A. M. L. R.

BOOK REVIEW

Kingery, Robert E. Opportunities in library careers. New York, Vocational guidance manuals, 1952. 112p. \$1.

In spite of an unpromising start ("We Americans are the 'know-how' people"), and although directed almost exclusively towards the American "teen-ager" in search of a career, the writer of this handbook manages to compress in a remarkably short compass a great deal of commonsense advice of universal application; moreover he does this in plain language that comes refreshingly (dare one say it?) from one of our American library colleagues. Among the essential qualities for successful librarianship Mr. Kingery mentions two that are often forgotten or slurred over in works of this kind: mental and emotional maturity, and manual dexterity. "Librarians spend their days turning the pages of books, manipulating cards in catalogues, picking up this book, putting down another. This all takes manual dexterity. Without it, the work is hopelessly difficult . . . (and) you are a trial to those who must work around you." Obvious, but how rarely said.

The salary outlook, in American terms, reads like a fairy-tale: e.g. *minimum* salary for professional librarians (i.e. fully library-school trained), actual cases, \$3,300 per annum (say £1,180). The magic fades somewhat, however, when one remembers that in New York to-day a steak will cost anything down to 30/- in our currency, and more basic items in like proportion. Some other figures are of interest. In 1948 it is estimated that 40% of all U.S. librarians worked in public libraries, 30% in school library services, 18% in college and university libraries, and 12% in special, federal and state libraries. A rough

analysis taken from the names of members of our Association actually working in South African libraries in 1949 (*Handbook of S. A. Librarianship* 1950) shows that 58% worked in public libraries (8% of them in provincial services), 1% in school library services, 21% in university libraries and 20% in special and Government departmental libraries. In the U.S., 90% of all library workers in 1948, were women; according to the provisional census returns for 1951, just published (see the *Economist*, July 19, 1952, p. 147), 73% of the library workers in the United Kingdom were women; while another rough computation from our *Handbook* gives a figure of 82% for South Africa, which would be much higher if all those working in libraries (e.g., in the smaller Cape libraries) were members of our Association, and so recorded in the *Handbook*. These figures are interesting, but like most statistical data they need a great deal of swallowing, digesting and correcting.

Mr. Kingery's book is full of starting hares of excellent breeding and physique. Here we have space to mention only a couple more of his maxims. Librarianship, he says, is an *old* profession: how useful to be reminded of that. In a pithy essay on *how to get started and keep going* he remarks that "you should not finally decide on library work as a career until you have had some actual working experience", and that experience, as in the author's case, can begin (in America) as early as 14. His tips on *how to keep going* contain more sense to the square inch than any similar manual known to this reviewer. Finally, the book has a good select booklist, a list of accredited library schools, and an index that really works.

D. H. V.

MUSEE DE L'HOMME, PARIS. We regret that in the article *A bibliographical tour of Western Europe* (*S.A.L.*, 20 (1), July 1952, p. 9) the name of the Librarian of the Musée de l'Homme, Paris, Mlle Yvonne Oddon, was inadvertently misspelt.

A FINDING LIST OF SOUTH AFRICAN COMMISSIONS AND COMMITTEES OF ENQUIRY UNDER NAMES OF CHAIRMEN, I

I. ISAACSON

University of Witwatersrand Library

The reports of special commissions and committees of enquiry present several problems to the bibliographer and cataloguer, not the least of which is that they are often referred to and asked for by the name of the chairman, e.g. *The Van Eck Report*, the *Report of the Lansdown Commission*, although these names do not appear on the title-pages of the reports.

This practice of identifying a report by the name of the chairman is due to the fact that a commission or committee has no "proper name" (in either sense of the term) but is referred to in general terms defining its purpose or terms of reference. When the terms of reference are such that a proper name can easily be assigned, this is usually done when the report is set up in print, but whether a report is called the *Report of the Wine Commission* or the *Report of the Commission appointed to inquire into and make recommendations concerning the viticultural industry* is purely accidental.

Where no short title has been given, and the terms of reference are very wide and difficult to express concisely, there is a natural tendency to find a short and convenient appellation for the report in the name of the chairman. This is not always very satisfactory because the *Lansdown Commission* may be any of four of which he was chairman, and it would avoid ambiguity if the official name by which a commission should be known were laid down in the terms of appointment

or in the summary of recommendations, in the same way as Parliament lays down the name by which an Act shall be known in its final clause.

The list which follows has been compiled to provide the South African librarian with a convenient check-list. It includes all published reports issued since 1910 by the Union Government, Provincial Administrations, South West Africa, and Local Authorities. Some reports are only made available departmentally, in typescript or in mimeographed form, and with a few exceptions these have been omitted.

Reports of single Commissioners, and individuals appointed to make a special inquiry are included, but not routine reports made in the ordinary course of an official's duties, or regular reports of permanent or semi-permanent commissions such as the Public Service Commission or the Delimitation Commission. The authority under which a report is issued is given in brackets after the entry. Where no authority is given, it may be understood that the report is issued by the Union Government.

ABBREVIATIONS

Com.	=	Commission
Cmte.	=	Committee
D. Cmte.	=	Departmental Committee
I.—D. Cmte	=	Inter-departmental Committee

- Union = Union of South Africa
 S.Afr. = South Africa
 S.W. Afr. = South West Africa.
 . . . = appointed to inquire into
 (and report upon), of
 enquiry into, (etc.)
- Adamson, J. E.
 1934. Cmte . . . subsidies to universities, university colleges and technical colleges. U.G. 8-34.
 1941. Cmte . . . position of languages in the South African educational system.
- Allan, P.
 1924. Tuberculosis survey of the Union of South Africa. U.G. 18-24.
 1951. Com. . . . occurrence of certain diseases other than silicosis and tuberculosis attributable to the nature of employment in and about mines. U.G. 22-51.
- Barnard, B. F.
 1947. Investigation into the teaching of arithmetic in primary and secondary schools. (Cape).
- Barns, A. L.
 1943. Programme of post-war development. (Durban).
- Basson, J. H.
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[To be concluded]

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Librarian, Rhodes University

MATTERS OF COMMON INTEREST

One of the most successful innovations in the programme of our annual conference in recent years has been the institution of discussion groups representing various sectional interests. University librarians, for instance (and there is usually a strong contingent of them at annual conferences) can now talk and listen to their own special "shop" in a congenial committee atmosphere, with a wide range of points of view represented. They are agreed as to the value and interest of these discussions, and are also unanimous in regretting that the time allowed should be so brief. Two hours, once a year, is a very meagre allowance of time for discussing the numerous and complex problems peculiar to university libraries, but obviously this could hardly be increased without disturbing the timetable of the conference as a whole. But it is hoped that the new "University libraries section" in this journal will, by providing an additional forum for the exchange of ideas, extend and complement the work of the conference discussion group.

In general it will be the aim of this section to promote our knowledge of university library affairs in this country. It will welcome articles recording experience with new techniques, or new ideas for the solution of old problems. We are looking forward to the publication of some of the results of Miss Hartmann's survey of university library practice in the Union, which should present a most valuable synthesis (never before attempted) of the methods and ideas current in all our

university libraries. Descriptions of new buildings or accounts of alterations to existing buildings, likewise notes of experience with new equipment, all of this will be grist to the editorial mill.

But it is hoped that the articles in this section will not be limited to technical administrative matters alone, however important these may be. There is very little information in print concerning the content of our university libraries, and this would seem to be a good opportunity to publish a series of articles describing each library in turn, on the lines of what Mr. Kritzinger has been doing for the public libraries but with the emphasis rather on resources, and in particular on the available resources of materials for research than on historical development. When we consider that our nine university libraries possess between them probably a far greater share of the national store of research literature than any other group of libraries in this country, and that their wealth is increasing at a healthy rate every year, it seems regrettable that our knowledge of the individual collections is so scanty. These articles could tell us something about the nature and range of the various collections, about special fields of interest and about gifts, bequests and endowments.

It must be admitted quite frankly that a series of articles such as this would not have any great practical value beyond being of great interest to university librarians and a boon to students of librarianship.

A really adequate survey of library resources, intended as a preliminary to any scheme for setting up co-operation or specialization agreements, would be a very difficult and costly undertaking as experience in the United States has shown. But it is suggested that even a modest contribution to our knowledge of the university libraries would be welcome at present.

A NEW PROCESS FOR THE MECHANICAL REPRODUCTION OF CATALOGUE CARDS

It is generally accepted that when more than five copies of a catalogue card are normally required, it is an economy to use a mechanical process of duplication rather than having each copy typed and checked separately. Several different processes have been tried out with varying results in the past, and opinion at present seems to favour the wax stencil method, an application of the familiar mimeograph. One ingenious machine, constructed for use in the University of Cape Town Library was described by Mr. G. F. Parker in *S.A.L.* VI: 1-12, and it is known that a variant of this is giving good service at the Merensky Library, University of Pretoria.

A new office duplicating machine, working on an entirely different principle, has now come on to the market (it was developed during the war) and it seems to have certain advantages over the wax stencil method for reproducing catalogue cards. It is known as the "Banda Spirit Duplicator",* and the principle on which it works is as follows: The material to be copied is typed in the ordinary way on to a "Master" sheet, with a special "Transfer" sheet of carbon paper underneath it, coated side upwards. The "Master" sheet therefore receives the ordinary legible typewritten impression on the upper side, and a re-

versed impression on the back. It is from this reversed impression that copies are made. The master sheet is secured in the machine in its correct position; sheets of copying paper, or catalogue cards, are fed individually into the machine by hand; each one is automatically damped on one side with a specially prepared spirit, is brought into contact with the master copy under pressure, and emerges with an exact impression of the typed text. Since the paper is damped with a highly volatile spirit it dries almost immediately.

The "Banda" Model 10 Duplicator, priced at £44. 10. 0d. will take sheets of any size up to foolscap, and can handle 3" x 5" catalogue cards without complicated adjustment. The best results are obtained with a non-absorbent, coated copying paper, and the stock normally used for catalogue cards is perfectly suitable. Transfer sheets are available in carbon black and in six other colours as well. Since the paper is fed by hand, the copying operation is much slower than with the usual stencil duplicator, and the process is not intended for an edition of more than 100 copies. However, a demonstration has shown that it is possible to insert a master sheet in the machine and to run off 10 good copies of a catalogue card in less than a minute. The cost of a pair of transfer and master sheets size 3" x 5" is slightly less than 1½d.

The principal advantages of this process in the reproduction of catalogue cards, as compared with the wax stencil process are:

- (1) Better reproduction: The copy is practically indistinguishable from a typewritten card.
- (2) Greater cleanliness: The damping pad is never in contact with the carbon impression and remains clean throughout the operation. Since the

* Supplied by Modern Business Aids (Pty.) Ltd., Johannesburg.

cards dry very quickly there is little danger of smudging.

(3) The number of copies to be made can be varied from card to card, as required.

The only apparent drawback of the process is that the carbon transfers are so

sensitive that they will faithfully record any lines or scratches produced by the typewriter. With reasonable care this defect can be overcome. Apart from this the process is extremely simple and the machine can be entrusted to any junior assistant.

UNIVERSITY LIBRARIES OF THE UNION OF SOUTH AFRICA

A Survey

COMPILED BY

The University of the Witwatersrand Library Staff

I. INTRODUCTION

Time and again through the years, as we at the University of the Witwatersrand Library were taking stock of the efficacy of our services, we found ourselves wondering what our sister libraries were doing. How were they reconciling the demand of the teaching staff to have their literature on the spot in their departments with proper accessibility to other readers and proper control of circulation? Had anyone evolved a satisfactory system of bringing new publications (books, periodicals, official documents) to the notice of those who, in the interests of their teaching and research, should see them? How did our total library expenditure compare with that in other South African universities? How did our relative expenditure on salaries and purchases compare, and how was this reflected in results achieved?

Other libraries, too, might find some synoptic comparative data useful, and in

1950 it was decided to attempt a survey of all the university libraries in the country. The senior staff together compiled a questionnaire, which, when answered, would produce the desired blueprint of the complete university library machinery in the Union. Our most grateful thanks are due to our colleagues who so painstakingly filled in the questionnaire and answered subsequent requests for further information.

How ingenuous our expectations were appeared as the work of collating the returns progressed, and it became more and more evident what an enormous task it would be to obtain anything like an accurate, comparative survey.

Some questions had been framed in insufficient detail, so that the answers did not give all the information expected. As collation developed, too, many points cropped up which had not figured in the questionnaire at all. Further complications

arose through some questions being differently interpreted by different libraries. A significant difficulty was that for some questions, notably those concerned with statistics, the basis of calculation varied so widely that the figures given have little value. What counts as a pamphlet? One library gives its annual accession of pamphlets as 15,000 as against an average of 1,000 for the others. Are annual reports and membership lists of societies, comprising leaflets of a few pages, university prospectuses and mimeographed student journals counted as periodicals? How are official publications counted — gazettes, Hansards estimates and additional estimates, monograph series such as the Survey bulletins?

A tremendous amount of investigation obviously remains to be done before conditions in the different universities can usefully be compared. However, in these days of rapid development, the information now available may be of some use and interest. By stimulating an awareness of how misleading bare facts can be, the present publication may help towards developing a common language among all concerned with the administration of our University libraries. The returns to the questionnaire have been tabulated in detail, and the possibility of having them duplicated later on when they have been further supplemented is being considered. Meanwhile it is proposed to publish a series of articles based on the information received. Obviously all the data will not now be quite up-to-date, but they will give a general basic picture. Where available important recent information will be incor-

porated. At the same time we shall be pleased to supply on request any particular details given in the returns.

At the 1951 Annual Conference of the South African Library Association, it was resolved that, if the University Finances Commission which had then just been announced, would accept a memorandum on University Libraries in general from the Association such a memorandum should be drawn up by an *ad hoc* committee (Mr. P. C. Coetzee, Mr. P. Freer, Miss E. Hartmann, Mr. H. C. Van Rooy). The memorandum¹ was subsequently prepared and incorporated some information derived from the results of our questionnaire.

SYMBOLS

(as used in Mr. Freer's *Catalogue of Union Periodicals*)

- BU Universiteit van die Oranje-Vrystaat/University of the Orange Free State, *Bloemfontein*.
- CU University of *Cape Town*/Universiteit van *Kaapstad*.
- Fort H South African Native College/Suid-Afrikaanse Naturellekollege, *Fort Hare*, Alice, C.P.,
- GU Rhodes University, *Grahamstown*/Rhodes Universiteit, *Grahamstad*.
- JU University of the Witwatersrand/Universiteit van die Witwatersrand, *Johannesburg*
- NU University of *Natal*/Universiteit van *Natal*. (NU used in preference to DU and PMU to cover both seats of the University).

¹ *South African Library Association*. Memorandum concerning University libraries for the information of the Universities [sic] Finances Commission, submitted by a Sub-Committee of the S.A.L.A. [1952]. 10, 8, 2, 2p. *mimeographed*.

Also available in Afrikaans:

Suid-Afrikaanse Biblioteekvereniging. Memorandum insake universiteitsbiblioteke ter inligting van die

Kommissie van Onderzoek na [sic] Universiteitsfinansies, opgestel deur 'n Subkomitee van die Raad van die S.A.B.V.

A limited number of copies are still available on request from the Librarian, University of the Witwatersrand, or Die Bibliotekaris, Potchefstroomse Universiteit vir Christelike Hoër Onderwys, Potchefstroom.

Pot U	<i>Potchefstroomse</i> Universiteit vir	GU	714	100% ⁽¹⁾
	Christelike Hoër Onderwys/	JU	4,243	36% ⁽³⁾
	<i>Potchefstroom</i> University for	NU	1,800	94% ⁽¹⁾
	Higher Christian Education.	Pot U	869	67% ⁽³⁾
PU	Universiteit van <i>Pretoria</i> /Uni-	PU	3,446	45% ⁽³⁾
	versity of <i>Pretoria</i> .	SU	2,061	56% ⁽³⁾
SU	Universiteit van <i>Stellenbosch</i> /			
	University of <i>Stellenbosch</i> .			

NUMBER OF STUDENTS

The questionnaire called for the student enrolment by faculty, divided into full-time and part-time students. Few librarians were able to give the latter division, and division by faculty seemed, on second thoughts to be of lesser importance. An analysis into year of study, undergraduate and post-graduate would have more significance, and we plan to give this information later. Meanwhile we give total enrolment only, as a rough indication of the size of the institutions.

	<i>Total number of students, 1950</i>	<i>Number of students registered in the library</i>
BU	1,082	52% ⁽³⁾
CU	3,966 (1949)	80% ⁽²⁾
Fort H	382	100% ⁽²⁾

(1) At GU and NU students are automatically registered in the library, and

(2) At CU and Fort H strong pressure is brought to bear on them to do so when they register at the University. No indication is given as to how many become active users of the Library.

(3) At BU, JU, POT U, PU and SU numerous students, though not registered in the central library, use departmental libraries where no statistics of borrowers are kept.

(Fort H, GU and NU also have departmental libraries, but all students are, nevertheless, registered at the central library).

The varying conditions influencing percentages of registered borrowers make the figures practically useless. Could the universities devise some means of recording *all active* borrowers, including those who use departmental libraries only?

HELEN MILLAR McKAY

1878-1952

Mrs McKay died on 12 July in the Princess Nursing Home, Johannesburg. She was born at Banff, Scotland; trained in the Academy there, and took her Teacher's Certificate at the Aberdeen Training College. She came to Johannesburg, and married in 1910, but lost her husband the very next year. In 1913 she began her South African teaching career in Malvern. In 1918 she was appointed

Principal of the new Malvern West School, and held this post until her retirement in 1933. From 1934-50 she was an active member of the Witwatersrand Central School Board.

Last March the University of the Witwatersrand conferred on Mrs McKay the degree of Master of Arts *honoris causa* mainly in recognition of her impeccable work on the Burchell material in the

Gubbins Library of Africana. Exactly eighteen years previously she had received her Reader's Permit to use the University Library.

Mrs McKay's interest in Burchell was reflected first in four papers that she contributed to the *South African Journal of Science*, 1934-7. In 1938, under her honorary editorship, appeared the first volume of his South African drawings: "The Bachapins of Litakun". That same year she talked to the History Society at Fulham, Burchell's birthplace, and began her association with the *Journal of South African Botany*, 1938-43. She was also a contributor to *South African Libraries*, *South African Medical Journal*, and *Africana Notes and News*. In 1947 she supplied information to Dr. Cave for his paper presented to the Linnean Society.

Only a week before Graduation Mrs

McKay received with joy her advance copy of Burchell's "Landscape Sketches".

We have her MS. corrections to the life of Burchell that appears in the D. N. B., her annotations to the late Sir Edward Poulton's Cape Town lecture on him¹ and masses of other documents constituting the raw materials of her projected *magnum opus*: "William John Burchell".²

For all this we are inexpressibly thankful. Her relations, her friends, her colleagues and other students, old and young, deeply mourn the passing of a wonderful woman, who was blessed with a keen sense of humour and a self-effacing personality, ever ready to communicate her inexhaustible knowledge of Africana. She worked quietly, true to the tradition of the Academy, and won its highest praise: "Well done!"

P. FREER

Johannesburg.

University Librarian

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Who's who in South African ornithology. (1949)

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¹ *Rep. Brit. & S.Afr. Ass.* 3: 57-110, 1905.

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Note on Burchell's *Hints* ... (*S.Afr. Libr.* 7(1)37 July 1939).

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Wm John Burchell. His experiences as a consulting physician ... in Southern Africa 1810-5. (*S.Afr. med. J.* 14(4)78-80, 1940).

² The funeral notice invited donations to a Burchell Publication Fund.

SPECIAL LIBRARIES SECTION

S. A. L. A. Southern Transvaal Branch

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No. 4

SPECIAL TRAINING FOR SPECIAL LIBRARIANS ¹

J. R. LLOYD

South African Railways & Harbours Library, Johannesburg

WE HAVE HAD many talks and lectures before the Special Libraries Section in the few years of its existence. Most of these talks have had to do with the techniques of special librarianship. For a change, I should like to discuss to-day some of my personal ideas about the training that special librarians should undergo. I think you will find such a discussion of interest, if only for the reason that you might not agree with me. In the wider field of national, provincial, and municipal libraries it is necessary for the aspiring librarian to qualify in the examinations set by the South African Library Association. In addition to this, a degree, usually the B.A. degree, is considered a desirable qualification. We are all familiar with these requirements and many special librarians possess them, but I would ask you to consider how much of this considerable terrain of knowledge is applicable by the special librarian in his day-to-day activities.

Perhaps I should make clear that, in the remarks that follow, I have in mind a particular kind of special library, for example, the one that serves the Railway Administration, the Iscor library, the C.S.I.R. library, and others devoted to the needs of industry and commerce. There are other kinds of special library to which my observations might not apply to the same extent.

It will be generally conceded, I feel sure, that practical differences exist in the nature of the work performed by special libraries as compared with the functions of public and university libraries. If this is so, it follows naturally that some studies in a general librarianship course will not necessarily be of value to a special librarian except in so far as his cultural background would be improved thereby. The more one thinks about this the more does it become apparent that some departure from generalized training is necessary for workers in special libraries.

To my mind, only the more practical side of a diploma course in librarianship is of value to the intending specialist. This would mean, of course, the granting of a separate certificate to the trained special librarian. That person will always be in demand for our kind of work who has, or is willing to acquire, a background of specialization which will fit him for his job in a certain industry or institution. He will, naturally, need sound instruction in the fundamentals of library technique and the training should include the learning of a foreign language. It is almost a certainty that employers in industries having special libraries would prefer their librarian to

¹ Annual address of the Chairman, Special libraries section, Southern Transvaal Branch, S.A.L.A. October, 1951.

have some technical knowledge at the expense of the purely cultural parts of a general librarianship training. Therefore, the time spent in acquiring knowledge of no particular value in the special library field could be more profitably spent in gaining familiarity with some industrial processes, for example, and with the methods of modern management.

If we are agreed that a course in general librarianship does not fit the graduate, or equips him only partially, for the work of a special librarian, what is the answer to the problem? My answer would be, first, an adjustment of the existing university and correspondence courses so that the candidate for specialist training would receive basic instruction in essential library techniques such as cataloguing and classification, the principles of subject heading construction, the evaluation of sources of information, and library routine. Also, he should study one foreign language prominent in the field of science and technology, and have a thorough training in abstract writing (*précis*). These fundamentals will provide a firm foundation upon which future practical experience will erect the complete edifice of sound competence. The course would be shortened accordingly and should take no more than two years after matriculation.

Since the nature and functions of special libraries vary so much from one to another, the complete training necessary can only be rounded out by intelligent application to one's duties in the library itself, or by undertaking further special studies to widen one's knowledge of the particular industry or institution which the library serves. The old adage of "learning by doing" applies here just as forcibly as it does in any other field of endeavour. Another aspect to consider is that special library work demands exacting standards of accu-

racy, an equable temperament, patience in research, and real interest in the processes and "know how" of finding what you want. An insatiable curiosity about ideas and the world in general is what makes that rare phenomenon, the born librarian. This brings me to my next point: Personnel selection.

Any unit in an organization builds up, in the course of time, a reputation, good or not so good, according to the quality of the work produced. With soundly trained assistants a reputation for efficient service, amounting almost to a tradition, can be established by the special librarian and his staff, and, once established, such a tradition provides an intangible but compelling motive for every individual to do his utmost to maintain that reputation. Since special libraries are established so that reliable information can be at hand when required, or can be obtained with the least possible delay, it is important that the right kind of person should be employed.

The science of selecting employees for specific occupations has made such strides in recent years that it should be used to the widest possible extent in selecting the librarians of the coming generation. I am of the opinion that occupational psychology could be made to play a very important part in ensuring that only the most suitable type of applicant is drafted into our profession.

The importance of abstract writing in a special library arises from the fact that periodicals and pamphlets usually form a large part of its holdings, and because the general circulation of these is a very tiresome and unsatisfactory way of distributing information. It is far better to preserve one's periodicals undamaged for binding and, instead of circulation, to issue a roneo-ed abstract bulletin. There are many abstracting journals but not all special

libraries can subscribe to these for the sake of the occasional reference obtained therefrom. Some periodicals include an abstract at the head of the article but they are often too long merely to be copied into the bulletin where only a brief outline is required. In any case, this practice is the exception rather than the rule. By means of an abstract bulletin, therefore, all concerned can be kept in touch with the latest information as published in the technical journals to which the library subscribes. Every special librarian should make some attempt to keep his clientèle informed by this means. The handling of periodicals is thus reduced and they are kept in good condition for binding.

From the ordinary educational point of view training in condensation is invaluable for it teaches the habit of stripping a statement of all superfluities until only the "meat" remains. It is, in fact, an excellent form of mental training quite apart from its utilitarian value in a special library. For this twofold reason the teaching of high quality précis writing is recommended.

The technique of searching for information is a branch of our work which can only be taught in all its aspects in the library itself. Its basic requirement is a sound knowledge of the material available in the particular library, and of the reference tools that can provide help in the search. The printed aids to the location of information are of value, up to a point, and one's domestic records can help a great deal. But when these fail, which is often enough, we are brought forcibly to the conclusion that a thorough acquaintance with the material in the library is the *sine qua non* for the successful research worker. The evaluation of sources of information involves a certain critical attitude which is not generally in evidence in the world to-day. Too many people are prone

to accept any printed statement, or statistic, as true without further investigation or comparison with similar information from other sources. I do not suggest that this critical attitude should be carried to absurd lengths, but when a special librarian is asked to produce information he should at least make sure that, so far as he is able to do so, the information is checked in all possible ways and is, to the best of his knowledge, authentic. But this may not be necessary if he knows from the start the unimpeachable sources available to him. We should avoid taking as gospel the information contained in publications which have about them the faintest odour of propaganda. Hence the importance of training the learner librarian in an attitude to his work which will, with further experience, enable him to sift the wheat from the chaff.

In this country, special librarianship is in its infancy and facilities do not exist for the special training of special librarians. This being so, it seems that the only solution to the problem at the moment is to try to arrange the interchange of personnel between different libraries after the student has completed his basic training and has secured a post. But would this be possible in the Union where so many special libraries have only one or two workers, and could we persuade employers that it would be to their own benefit to co-operate with us to that extent? The answers to these questions may not become apparent for many years, at any rate not until the real importance of special libraries becomes more generally recognized, but it might be worth keeping the idea in mind as an objective to be worked for.

So, it seems to me that the steps in the training of the special librarian should be on the following lines: It should be ascertained by psychological tests that the candi-

date is indeed temperamentally suited to the work; the candidate should have the necessary educational qualifications; the background of preliminary training should embrace the fundamental techniques of librarianship and general library routine (but need not include the more academic aspects of general training); the candidate should be given a good working knowledge of at least one foreign language; he should have sound training in précis; and, finally, the beginner should, if such arrangements can be made, have the opportunity of learning the methods of other special libraries by actually working in them on the exchange principle.

These views have not been elaborated at any great length, but I trust that sufficient has been said to give a clear outline of what I consider would be a sound form of training. The intrinsically practical nature of the special librarian's duties makes it essential that first things should come first. Also, my remarks should be looked upon as a tentative exploration of the subject and it is my hope that that will give some food for thought.

(Comments and correspondence on the subject of this article are invited by the Honorary Editor.)

TO SUBSCRIBERS AND CONTRIBUTORS

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Single copies are obtainable from the Hon. Secretary, South African Library Association, P.O. Box 6, Rondebosch, C. P. Price: Members, 4/6, non-members, 5/6.

Articles not exceeding 2,500 words in length on matters relating to libraries and librarianship are invited.

Notes and news about library activities and developments, new buildings, library extension, publicity and so forth, will be welcomed.

Newspaper cuttings should be clearly marked with the name and date of the source.

Contributions which have appeared elsewhere should be marked accordingly, with an indi-

cation that permission to reprint has been granted.

The Association accepts no responsibility for opinions expressed in the Journal by its contributors.

Copy should reach the Editor at least two months before the month of publication, viz., 1 May for the July number, 1 August for the October number, 1 November for the January number, and 1 February for the April number.

Contributors are asked to note that manuscripts should be typed in double spacing with ample margins, and preferably on one side of quarto paper (10 inches by 8). Manuscripts should be carefully revised before being submitted, as corrections in type are expensive.

Books and publications of library interest, including annual reports and booklists, are welcomed for review purposes. After being reviewed, they are added to the Association's professional library at Box 397, Pretoria.

SCHOOL LIBRARY WORK IN THE RHODESIAS AND NYASALAND¹

D. H. VARLEY

Chief Librarian, South African Library

THE EDUCATIONAL AIMS of school library work have been defined as follows:

To encourage the 'reading habit'.

To develop in pupils the ability to learn from books without a teacher.

To break down the rigid divisions which the school time-table often creates between different subjects.

To give social training.

In some ways schools in the Rhodesias are more favourably placed to carry out these aims than in more closely settled and cooler countries. For one thing a higher proportion of children attend as term-boarders than in most other countries providing better opportunities for the use of libraries both in school and leisure time. For another, climatic conditions are such that a rest-hour in the middle of the day is usually imperative, giving yet another chance to bring the potentialities of books and reading to the children's notice. Thirdly, a number of teachers appointed in recent years have been trained either overseas or in the Union of South Africa to a greater appreciation of the part a library can play in the life of the child. It is

disappointing therefore not to find school library work in the older Colony either as well supported or as well understood as one might have expected.

For this several factors are to blame. It is hardly the fault of either teachers or Education Department that the pressure on accommodation has become chronic, and threatens to remain so: the library room — if there is one — is the first to be sacrificed to the all-demanding "junior bulge." Less justifiable, however, is the bias among some principals against bookish activities: the writer learned of one school in which approximately £900 a year was spent on the provision of equipment for cricket alone, while a grant of £75 was considered good enough for the school library. This may have been a special case, but the fact remains that in a number of schools the library is regarded as a spare-time job for a weaker member of staff, with the result that little continuous work can be done to build up either the library or the children's confidence in it.

The effectiveness of a school library depends almost entirely on the attitude of

¹ Based on a survey made at the request of the Central African branch of the S.A. Library Association during the year 1950. School library work with

Africans, Indians and Coloured peoples in these territories will be dealt with in a subsequent article.

the teachers towards it: with the best accommodation and equipment a school library fails if it is not integrated with the curriculum and given its proper balance in the life of the school. For this reason the best means of improvement would seem to be a joint one: to convince the teacher of the part the library should and could be playing in the school, and to persuade the Education Department to recognize the importance of the teacher-librarian in a practical way.

SOUTHERN RHODESIA

The writer was able to visit many school libraries in the two Rhodesias, and to discuss their problems with teachers both high and low in the hierarchy, and with the education authorities.

Accommodation

According to the standards lately recommended overseas, each school above the primary level should have, in addition to possible class-room libraries, a separate library room providing from 35 to 40 sq. feet for each child using the library at one time. In senior schools, such a room should measure at least 40 feet by 30, and in smaller schools, not less than 20 feet by 30, with storage space in addition. Few Southern Rhodesian schools have such resources. Some of the larger schools have been endowed with library rooms by the Beit Trustees — notably the Girls' High School at Salisbury (probably the best school library in the country), Prince Edward School, also at Salisbury, Eveline and Milton Schools at Bulawayo, Chaplin School at Gwelo, Umtali High School, and the Public School at Plumtree. Elsewhere library rooms have been appropriated for teaching purposes: at Que-Que a library room presented by a local resident had regretfully to be taken over for class-room

purposes. In other schools class-room libraries in cupboards must suffice. Although this is better than nothing, no school library work of lasting value can be done without separate accommodation.

Bookstock

The selection and physical condition of bookstock varied greatly from school to school. In some, attempts were made to patch and repair within the school. Generally speaking, however, the condition of the stock reflected the state of the book-grant. The more attractive-looking the stock, the more it will be used, and the more it will cost to maintain. More noticeable was the general lack of good reference books — again partly a matter of expense, and partly due to a lack of knowledge among the responsible staff. Most schools take advantage of the Beit Central Library at Bulawayo to supplement their stocks of recreational books, but others lack a good basis of the children's classics. Difficulty was often experienced in choosing suitable books from the comparatively limited stocks in the main towns, or from lists; reviewing periodicals such as the *Junior Bookshelf* and the *Horn Book* were not widely known.

Organization

With some notable exceptions few school libraries visited were organized on modern lines, or with a full realization of the potentialities of the library 'as social training'. In some, books were comparatively inaccessible: in one, so accessible that little remained of the original stock and the losses were out of all proportion to the school population. There are now a number of excellent short manuals on school library organization and methods, and provided that the responsible teacher is given time and pupil assistance, there is

little excuse for poor arrangement. Unfortunately both time and pupil assistance are at a premium at many schools, and valuable opportunities are all the while being lost.

Finance

In 1950 the Education Department made grants-in-aid to schools on the basis of a refund of half the actual expenditure on the school library: in other words, 10/- for every £1 spent. With great pressure on funds raised from school functions for all kinds of school activities, the library too often comes low on the list. Moreover the Principal must spend his money before he can get his refund: first he has to find it. The total amount voted by the Department in 1950 was £1,300, of which £300 was paid in support of the Beit Central Library. Given the standard expenditure of 3/- per pupil recently adopted in England, it is clear that £1,000, or half the expenditure on the needs of 20,741 enrolled European children (1949 figures) is still very far from adequate.

Place of the library in the curriculum

In very few of the school libraries visited was the stock used 'to develop in pupils the ability to learn from books without a teacher'. Even in the large senior schools little attempt seemed to be made to use the library as a centre of information, for example, on current affairs. The writer was even told at one school that the older pupils 'simply are not interested in that side of things'. Here there would seem to be a serious flaw in educational method, for where else is the country to look for its future leaders if not in the schools?

NORTHERN RHODESIA

The position in Northern Rhodesia is of particular interest. Policy decisions have here been taken to encourage the develop-

ment of secondary education within the territory, in contrast to the former practice of sending post-primary scholars to Southern Rhodesia and the Union. Such a policy implies the planning of new buildings and curricula, and the opportunity of embodying new ideas.

Moreover the importance of the library in the school appears to be better understood in this territory than elsewhere. In a recent Report on the development of European education in the Colony the following statement appears:

"It is pleasing to note the attention paid to the provision of libraries in the schools. Even during the war period the number of books in the schools increased from 6,961 to 9,445, and is now (1948) 11,620. A library room is provided too in each school, though in some it has been found necessary to use it for other purposes. In this country, with its comparative lack of good library facilities, it is essential that children should acquire a love of reading in the schools. Money spent on increasing the stock of books and class time devoted to stimulating an interest in reading can never be wasted."

With these sentiments one wholeheartedly concurs, bearing always in mind that mere numbers of books irrespective of quality are no real criterion of the worth of the work done: more significant is the place allotted to the library in the daily school curriculum.

In the schools of Northern Rhodesia visited by the writer the pressure on accommodation was readily apparent, and even those rooms that had been set aside for library purposes were in most cases small and not affording reading space for more than a few at a time. In at least one

school however pains had been taken to organize the stock on systematic lines.

The following proposals were made by the then Director to improve library facilities in the schools of the Colony:

- (i) Provision on the estimates for a basic annual grant of £30 for each school, plus £1 for £1 on funds collected locally;
- (ii) In plans for new junior secondary schools, provision for library rooms measuring 40 feet square, with proper facilities for reading and study;
- (iii) In 1950, £750 was made available for the supply of 'supplementary readers' to circulate in the schools, and a further £750 in 1951. This service, based on the similar service of the Beit Central Library in Southern Rhodesia, was to be operated by an Administrative Assistant from the Education headquarters in Lusaka;
- (iv) In 1950 two teachers in the service had qualifications in school library work acquired in their training colleges in the Union; similar qualifications would be encouraged and recognized in making future appointments;
- (v) A separate Beit Trust Committee for Northern Rhodesia had already provided items of equipment for schools, such as radios, and film projectors, and it was hoped that the Committee would now assist with the provision of items of school library equipment.

Plans were also under review for the formation of a central gramophone library to be operated through the schools as branches, and the Central Departmental Library was being substantially expanded

to serve all teachers in the Colony, and in addition, other *bona fide* readers. This library could form the nucleus of a Colony-wide circulating non-fiction service.

Proposals such as these, if fully implemented, should result not only in raising the standard of school library services in Northern Rhodesia, but in setting the pace for all neighbouring territories. In view of the relatively small European population and its cultural isolation, it is of great importance that this should come about.

NYASALAND

In Nyasaland post-primary education was until recently virtually non-existent for European children, who have attended schools in the Union and Southern Rhodesia with bursaries from the Nyasaland Government. With the greatly increased pressure on Southern Rhodesian schools, primary school facilities in Nyasaland have had to be increased, and the class-range is being extended to cover the first two years of secondary education. In the course of time it will be essential to organize separate library rooms and adequate stocks: in 1950 the numbers involved were still very small, and their needs could be met from local sources with supplementary stocks from the Beit Central Library. A grant for this purpose should be made by the Nyasaland Government.

BEIT CENTRAL LIBRARY FOR SCHOOLS

The Beit Central Library for Schools was founded in 1943 with its headquarters at the Bulawayo Public Library. Originally it set out to supply all Government primary schools in Southern Rhodesia with collections of recreational books regularly exchanged, and in addition the administering committee, on which the Education Department is represented, allocated grants

to all Government High Schools to purchase books for study collections. Later the Education Department's Teachers' Library was taken over and reorganized and a catalogue compiled, and the work of distributing graded supplementary readers to schools, which had previously been undertaken by the Government Stationery Office, was transferred to Bulawayo, and operated as part of this service.

Funds for the service are derived from the Beit Trust, with an annual subvention from the Education Department of £300, towards administrative expenses. According to the Report for 1949, 103 schools took books from one or more sections of the Library during that year, 92 schools borrowing recreational books, teachers from 26 of the schools borrowing books for home study from the Teachers' Reference Library, and 66 schools being supplied with supplementary readers. Special grants of from £10 to £50 were paid to 24 schools for the building-up of 'study collections'.

The writer had ample opportunity to observe the effectiveness of this service, which is designed to provide regular refresher stocks to existing school libraries, and to relieve such schools of the task of buying and binding such stocks. It should be said at once that the service has proved an outstanding success, and is in the writer's view the most promising library development in the three Central African territories. For the smaller school, and particularly for the Asiatic and Coloured schools which it also serves, it is doing invaluable work.

Its limitations, such as the difficulty of selecting enough books of the right grade for each centre, are obvious, and will be overcome with experience. Meanwhile the service affords a unique opportunity for setting a high standard in the selection of children's recreational literature.

GOVERNMENT CORRESPONDENCE SCHOOL

Special mention should be made of the Correspondence School run by the Government of Southern Rhodesia from headquarters in Salisbury, for the benefit of children who are either too isolated to attend the Government schools, or are prevented from doing so for health reasons. This School, which also serves neighbouring territories, maintains a circulating library which is well used by pupils, and the standard of work being carried out, especially with 'backward' pupils, is remarkably high, and deserves to be better known.

EDUCATIONAL FILM LIBRARY

Another activity deserving mention is the educational film library maintained from the Education Department's headquarters in Salisbury. The use of this library has increased phenomenally, and there is no doubt that it provides a supplementary teaching aid of great value. At the same time, steps should be taken to ensure that lessons taught with the aid of film and school broadcasting are followed up by the effective use of the school library: the film and the radio can do much to bring a subject alive, but the book, if properly used, can keep it alive.

EVALUATION OF SCHOOL LIBRARY SERVICES IN CENTRAL AFRICA

In *Southern Rhodesia* the elements of an effective school library service exist; some elements, such as the Beit Central Library, are doing excellent work; some of the larger libraries are tolerably well equipped. What is at present lacking however is a realization of the part the school library has come to play in the educational framework of the modern state, its educational, as distinct from recreative value, and the need for providing in each school at least

one teacher with training in the organization and 'exploitation' of the library's resources.

In *Northern Rhodesia* the situation is rapidly changing for the better; in *Nyasaland* the problem scarcely exists as yet.

Two developments, however, are of special interest: the increasing practice among parent-teacher associations of devoting attention to the school library, and in one case at least of subscribing for the initial bookstock of a new kindergarten library; and the decision of the Rhodesian Teachers' Association to appoint a committee to investigate children's reading interests, tastes and requirements throughout the Colony (1950). These are encouraging signs that present deficiencies are being taken to heart, and are on the way to being remedied.

RECOMMENDATIONS

Among the recommendations made for the improvement of school library services in the Central African territories were the following:

- (i) The organization of a Vacation Course in school library work, by the Education Department of S. Rhodesia, to be available for teachers in all three territories;
- (ii) Encouragement of teachers with library qualifications by means of special increments;
- (iii) Increase of grant-in-aid in S. Rhodesia from 10/- to £1 for each £1 spent;
- (iv) Building-up of a model school library at the Department's headquarters at Salisbury, and at the Bulawayo Public Library consisting of recreational, vocational and reference material for school children of all ages;
- (v) Provision in planning of new schools for the inclusion of separate library rooms with a minimum area of 35 sq. feet per child likely to use the library at one time;
- (vi) Free postal facilities both ways for books circulated by the Beit Library from Bulawayo.

BOOK REVIEW

Turner, D. M., comp. Chosen for you: a book of poems for South African children; with illustrations by D. H. Strutt. J. L. van Schaik, 1951. 198p. 10/6.

This anthology has been compiled, in the first place, for use in the classroom. The compiler has set out to avoid the usual anthology selection, and to find poems which are fresh and unfamiliar. At the same time, this is as collection for the South African child, and poems with an unfamiliar background have been excluded. The arrangement is a subject one — "Animals", "Nonsense", "Magic", "Homely things" and so on, with one section on "South Africa" which contains sixteen poems of very unequal quality. A graded index arranges the poems in seven groups, for children in the Grades to Standard VI, and certain starred items are suggested as being useful for choral speaking.

It is a very difficult thing indeed to find verses which appeal to young children and which, at the same time, have something in them of the true poetic quality. A very few anthologies have succeeded in this aim; Miss Turner's does not entirely succeed, and the items included are not all of the same standard of merit. Some of the verses do possess the

literary value which the compiler claims for them; others are very pedestrian little jingles. There is some good nonsense verse, and here we come back to old favourites like "The Lobster Quadrille", "You are old, Father William" and the "The Jumbies."

Traditional nursery rhymes and jingles are also included, and make a very welcome change from the rhymed prose of some of the more recent items. On the whole, the poems intended for the older child are very much more worthwhile than those for the lower standards. Perhaps this is inevitable, and there is no true poetry capable of comprehension by the very young, but then real poetry is not consciously written for any particular age group. For the classroom, however, this anthology will be very useful. It is attractive in appearance, with black and white illustrations by D. H. Strutt which really do reflect the subject-matter of the poems, cloth binding, with a pleasant cover design by the same artist. South African children's librarians should certainly add this book to their collections remembering, however, that it is not a substitute for the real poetry which should find a place on their shelves.

L.E.T.